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Abstract

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# INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN U.S. HISTORY SINCE 1865

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U.S. HISTORY SINCE 1865 OBJECTIVES: SET # 1

UNIT I.

## Introduction - Civil War and Reconstruction, 1865-1867

2 weeks

The period between 1865 and 1867 in American history is described as the era of political, social and economic reconstruction. Emphasis will be placed on the legacy of that era to our own time.

Growth patterns dealing with the economy of the post-war North and South will be studied along with the rise of modern industry. The social changes brought about by the new industrial complexes are studied in depth and included is a consideration of the rise of cities, the impact of immagration, major reform movements, and the labor movement.

### OBJECTIVES

General: The student will appreciate and understand the significance of the Civil War in changing the social, economic, and political institutions of the South along with the realization that many of the problems of the Reconstruction period remain with us today.

Specific: Outside of class, the student will write a paper of 500-800 words on the advantages and disadvantages of Radical Reconstruction. 90%

In class, on an examination without the use of aids, the student will write an essay (1 hour time limit) describing the changes made by the Civil War on the society, economy and political policies of the South. 75%

UNIT II.

## The Age of Industrialism - 1865 to 1900
3 weeks

Post-Civil War American was a period of change. The most important change was the burgeoing of industrial and financial corporations controlling nation-wide industries.

The triumph of industrialism transformed the country from one of economic democracy and opportunity for all to one of economic plutocracy and opportunity only for a few.

### OBJECTIVES

General: The student will understand the significance of industrialization as a major force in the development of the United States as an urban society.

Specific: Outside of class, the student will write a paper of 500-800 words describing how the rise of modern industrial America created new problems for our society. (Material for the paper given in both lecture and reading) 90%

Specific: Given lecture and assigned reading on the origin of the Populist Party, the studeht will state in writing on an examination at least two conditions that brought about the formation of the Populist Party in the 1890's. 85%

Specific: Given lecture and discussion dealing with the Populist Party Platform of 1896, the student will give a written description of at least three articles from the platform during an examination without the use of aids. 80%

General: The student will understand the rise of labor unions in the United States.

Specific: Given the names and platforms of labor Unions in class lectures and reading, the student will write at the names and platforms of at least three original unions under examination conditions. 82%

General: The student will know the reasons for the rise of the agrarian reform movements.

Specific: Given the definition of the agrarian reform movement along with its aims and philosophy in classroom lecture and reading, the student will write in an examination not more than 300 words the objectives of the agrarian reform movement.

UNIT III.

## The Emergence of a Modern Nation - 1898 to 1919

3 Weeks

By the late 1890's the transformation of the United States from an agricultural to an industrial nation had created a number of urgent problems.

Reform movements were building up in many cities and states to fight for social and economic reform. Imperialism and the "Big Stick" became America's foreign policy during the late nineteenth century.

The role of the United States in the developing world conflict, and its part in that conflict, is studies. America's emergence as a world power is underscored.

### OBJECTIVES

General: The student will study the growth of United States Imperialism.

Specific: Given a lecture tracing the origins of U.S. imperialistic policy of the late 19th century, the student will write an essay examination having 50 minutes to do so describing the forces which tended to make America imperialistic. 75%

General: The student will study the origin of the progressive ers and its implications on the development of our democratic institutions.

Specific: Given a lecture on Progressive political and intellectual leaders, the student will write an essay outside of class (500-~~800~~ words) dealing with the role of the middle-class in Progressivism. 92%

General: The student will learn the reasons for United States involvement in World War I and the effects of the war on our domestic and foreign policy.

Specific: Given lecture and reading material dealing with U.S. involvement in World War I in class, the student will list in chronological order the reasons for the U.S. entering W.W. I and how they effected the foreign and domestic policy, under examination conditions and stating at lesat five reasons. 85%

Specific: Given a lecture on the League of Nations and discussion on the same topic, the student will write an essay in class discussing the role of the U.S. in the defeat of the league. (examination) 75%

General: The student will understand the importance of immigration and its relationship to the development of a modern American Society.

Specific: Given a list of immigration goals of the U.S., the student will note whether they were of primary importance or secondary importance. 80%

UNIT IV

## BETWEEN TWO WARS - 1919-1941

4 Weeks

In many ways the period between the two wars was one of profound change....The motion picture, the radio and the automobile came to maturity in the 1920's.

The Great Depression of the thirties thrust the idea of self regulating economy into the category of attractive but impractical theory.

### OBJECTIVES

General: The student will examin the relationship of big business and labor.

Specific: The student will discuss orally in class how business and labor are related.. 85%

General: The student will survey the policy of isolationism.

Specific: Given material in lecture and reading related to isolationism, the student will write an essay in class under examination conditions taking 25 minutes at the most discussing the points pro and con of U.S. isolationism. 85%

General: The student will understand the causes and effects of the Great Depression of 1929.

Specific: Given a lecture and discussion of the Great Depression, the student will be able to write a summary of the factors leading to the depression of 1929 on an examination not using more than 10 minutes on this section of the test. 80%

General: The student will examine the policies of the New Deal and its implications on all aspects of American Life.

Specific: Given a lecture tracing the origin of the New Deal, the student will list on an examination at least 6 points of the New Deal, describing each in not more than 30 words. 85%

General: The student will learn the causes and effects of World War II and the role of the United States in the War.

Specific: Outside of class the student will write a paper between 500-800 words describing the reasons for United States involvement into W.W.II. 95%

General: The student will make a survey of the diplomatic relations of the United States from 1933 to 1941.

Specific: The student will make a graph showing the diplomatic relationship between the U.S. and Eastern & Western European countries between 1931 and 1941 outside of class and using at least 15 countries. 95%

UNIT V.

## Global Conflict - 1941 to present

4 weeks

The Second World War was a turning point in history. Not only did it end the reformist impulse of the New Deal, but at long last it also eliminated the Great Depression.

Within two years after the death of Hitler, the United States and Russia, despite their wartime coalition against the Nazis, found themselves engaged in an ominous Cold War.

## OBJECTIVES

General: The student will understand the the terms for surrender of the second world war and also the significance of the conferences during the time period.

Specific: Outside of class the student will write a paper between 500 to 800 words describing the significance of the Yalta Conference and the Potsdam Conference 90%

Specific: Given a lecture on the United Nations formation, the student will write an essay on a unit examination in class discussing at least 3 steps which led to the formation of the U.N. (given in class) within 10 minutes. 75%

Specific: The student will write a short statement (150 words) explaining either the pro or con of the United States using atomic bombs on Japan. (15 min.) 75%

General: The student will learn the origin of the Cold War.

Specific: Given a definition of the term "cold war" and a lecture on the beginnings of the cold war, the student will be able to write an essay explaining why the U.S. and Russia struggle is called the cold war, using a maximum of 300 words and in 20 min. 80%

General: The student will trace the development of important domestic problems which have developed since 1945.

Specific: The student will trace the development of the Civil Rights movement since 1945 using at least 10 major incidents or court cases (given in class lecture and reading). 85%

General: The student will survey the foreign policy of the United States since 1945.

Specific: On a written examination the student will write a statement of the foreign policy of the U.S. in relation to trade of goods and diplomatic relationships, using between 300 to 450 words and in a 30 minute time limit. 85%